



## Bright Ideas:

The Big Picture of Montana's  
New Alternate Assessment.

Yvonne Field, Assessment  
Specialist



[opi.mt.gov](http://opi.mt.gov)

Montana  
**Office of Public Instruction**  
Denise Juneau, State Superintendent

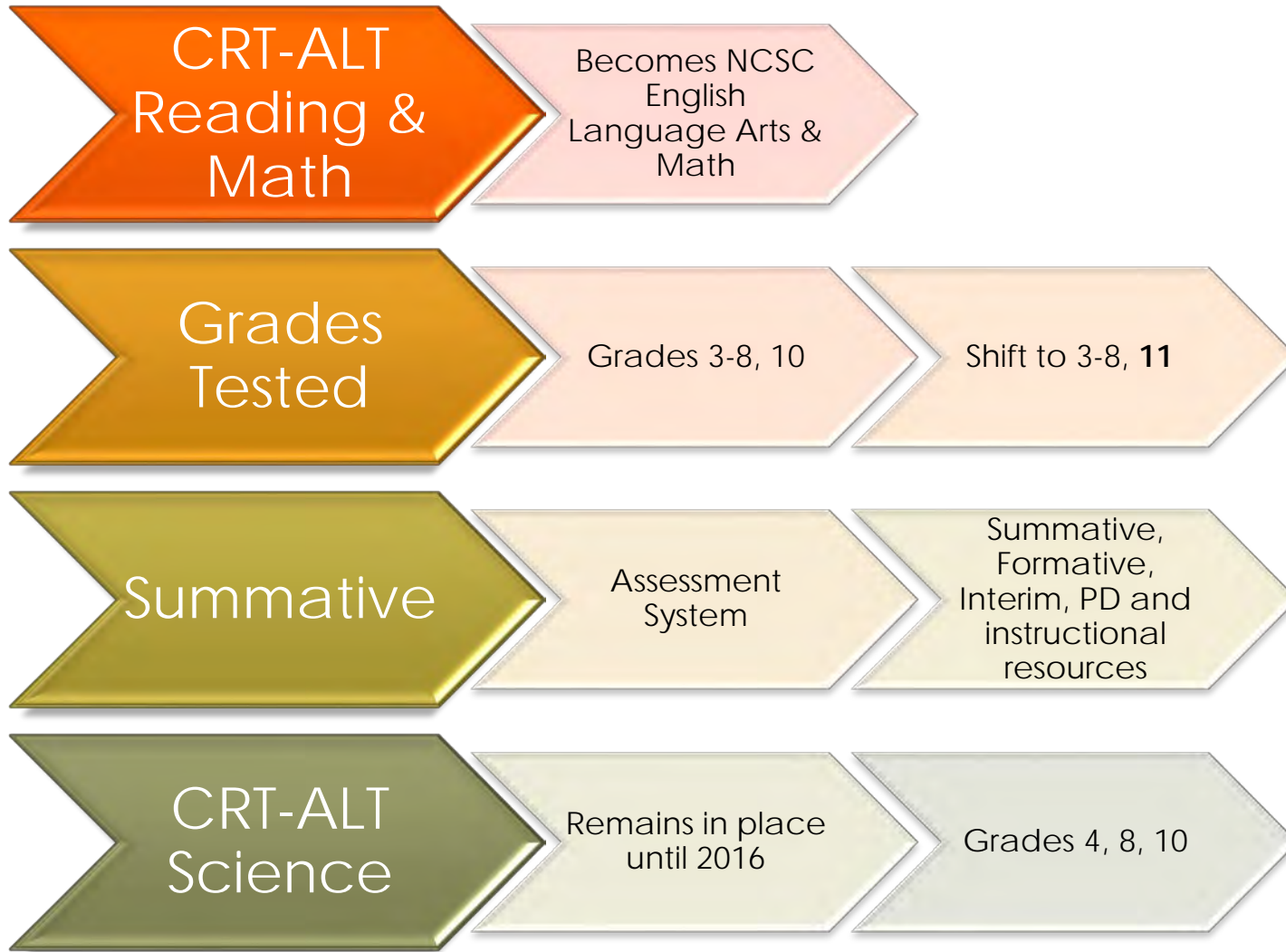


# Assessment Overview

- Share information and answer questions about the new NCSC assessment system
- Share information about the implementation plan for the new alternate assessment system
- Share information about assessment development and opportunities for participation



# Alternate Assessment Transitions:



# Phase 1 Pilot Test

## 2013-2014 TEST SCHEDULE

CRT-ALT (Reading, Math, Science)

CRT-ALT  
Registra-  
tion  
Window  
Oct.7-  
Dec.2

CRT-ALT Test  
Window  
Feb. 17-  
Mar.25



School and District  
notification. *School  
registration begins Oct.  
15. Soft Deadline  
January 10*

Feb. 14:  
Test  
Admini-  
strator  
Training  
window  
begins

Phase 1 Pilot:  
*Items  
Administration  
Accommodations*

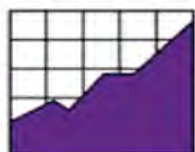
Phase 2  
Pilot: *test  
forms*

NCSC  
Operational  
Test Spring,  
2015

NCSC- ELA & MATH

Math & ELA  
March-April

# National Center and State Collaborative: Organization Partners



NATIONAL  
CENTER ON  
EDUCATIONAL  
OUTCOMES

The [National Center on Educational Outcomes](#) (NCEO) is the fiscal host for NCSC and leads the management team, technical advisory committee, and all project management functions.



The [Center For Assessment](#) leads the summative assessment team and will provide content and assessment design expertise across the other curricular/instructional resources and capacity building teams.



The [University of North Carolina at Charlotte](#) leads the curricular/instructional resources team while providing severe disabilities, content, and curricular development expertise to the summative assessment and capacity building teams.



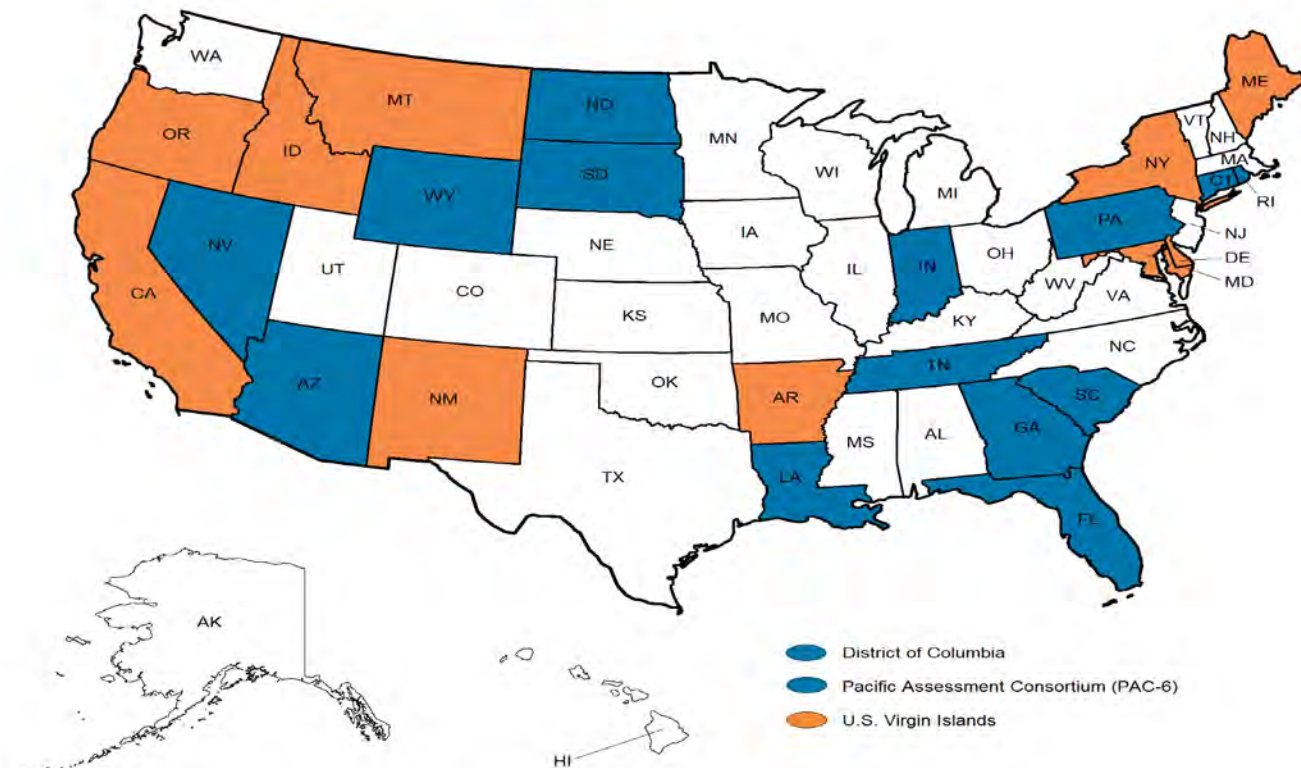
The [University of Kentucky](#) leads the capacity building team and provides expertise in severe disabilities, communication strategies, and learner characteristics to the other teams.



[edCount, LLC](#) leads the validity evaluation work providing formative and summative validity evaluation findings and feedback to each team and project management. Additionally, edCount provides direct oversight to the external project evaluator and hosts the vendor contracts for the components of assessment implementation.



# National Center and State Collaborative: State Partners



\*Core partner states are blue in color and Tier II states are orange in color.

# Montana's NCSC Communities of Practice

Approximately 11 members representing: Higher Ed., assessment, special ed. directors, coops, special education teachers, and special service providers have created, presented, reviewed, participated and/or commented on the following:

- Webinars
- Professional Development materials
- Item reviews
- Training materials
- Implementation planning for Montana

# NCSC:

## A Comprehensive Model

### CREATE

- and implement professional development modules and curriculum/instruction resources, including formative assessment strategies and progress monitoring tools

### BUILD

- an alternate assessment aligned to the common core state standards for students with the most significant cognitive disabilities

### GOAL

- is to ensure that students with the most significant cognitive disabilities achieve increasingly higher academic outcomes and leave high school ready for post-secondary options



# Building an assessment system based on research-based understanding of:

Technical quality of AA-AAS design

Formative and interim uses of assessment data

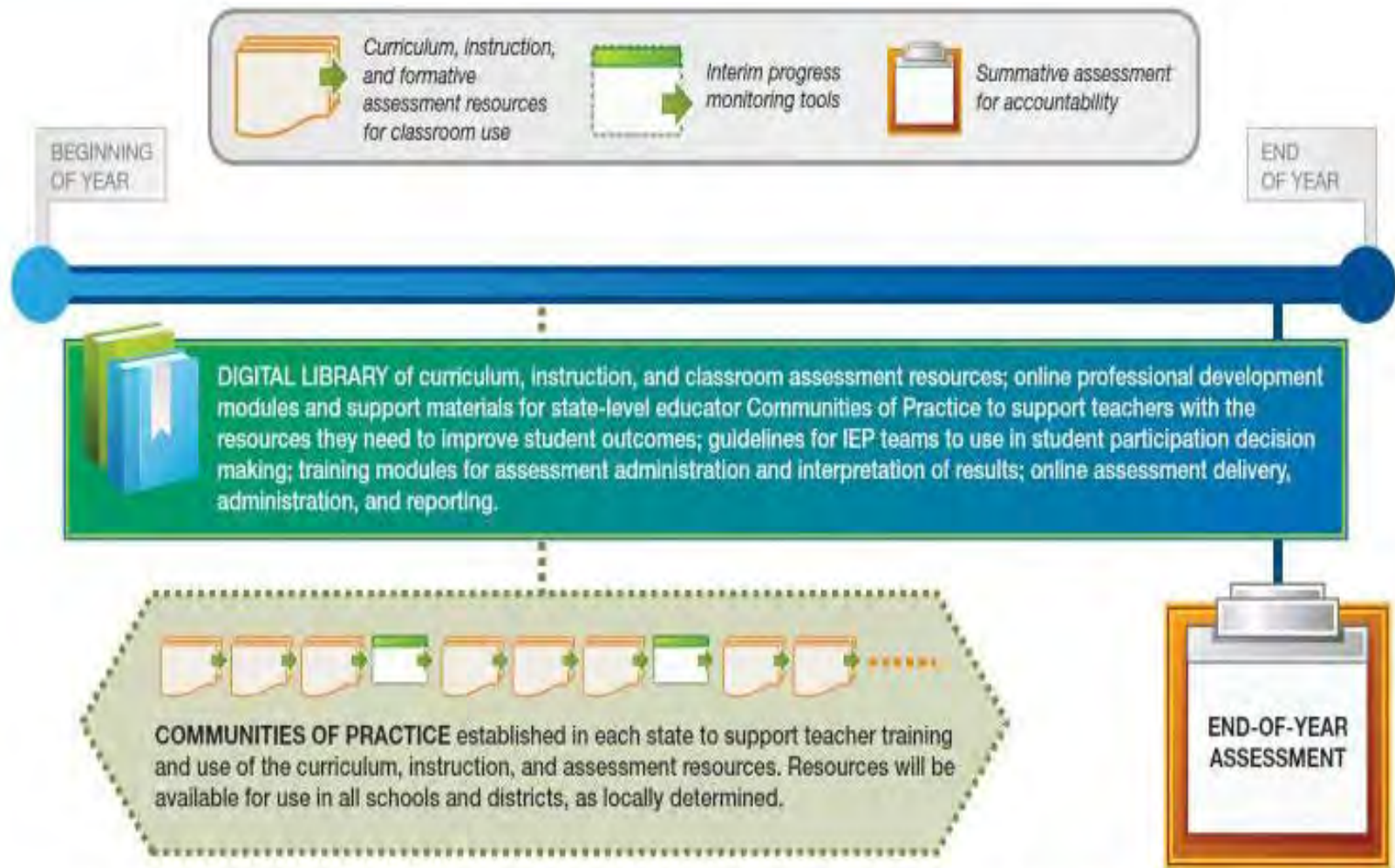
Summative assessments

Academic curriculum and instruction for students with significant cognitive disabilities

Student learning characteristics and communication

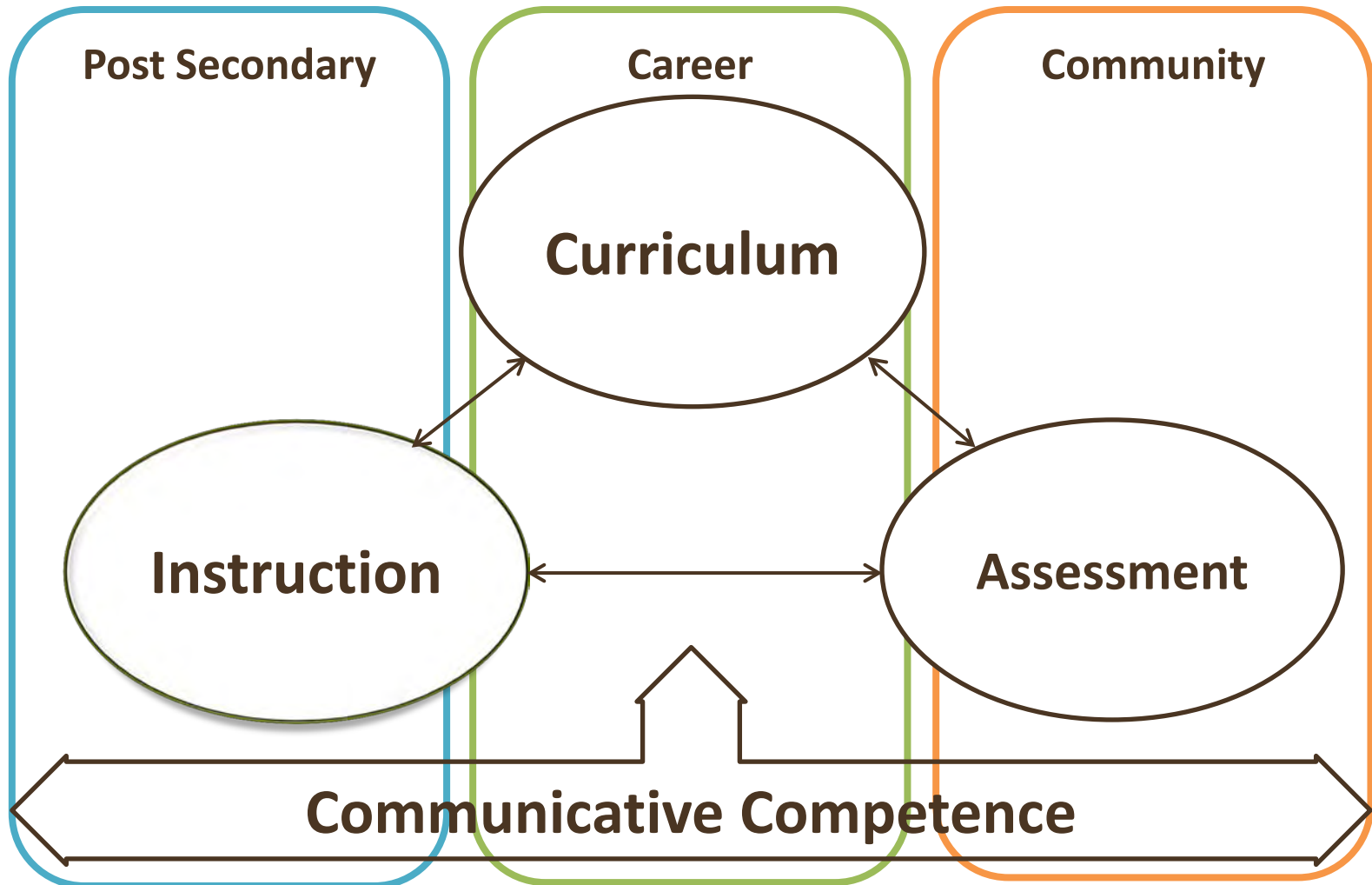
Effective professional development

# Comprehensive System



Alternate assessment systems are those developed for students with the most significant cognitive disabilities and are based on alternate achievement standards.

How it fits all fits together:



# Changing Curricular Practices

## Changing Options for the Future



Developmental Approach

Supportive care in sheltered settings – clustered placements



Functional Life Skills

Community-based programs – sheltered and non-sheltered settings – clustered placement



Life Skills + Classroom Inclusion

Models in which ongoing support needs do not limit options; individual models



Life Skills + Classroom Inclusion + Standards-Based Instruction

College and career readiness – new post-secondary options; customized employment

# NCSC Philosophy: Expectations

- The education system should start with the assumption that every child can learn.

This is called **“the least dangerous assumption”**, because exposing students to learning is not harmful, but keeping them from it is.



# NCSC Conceptual Model: The “Inputs”



Instructional material aligned with CCSS



Teacher resources and training focused on teaching academic content to 1% population



Appropriate communication methods/resources taught within all contexts





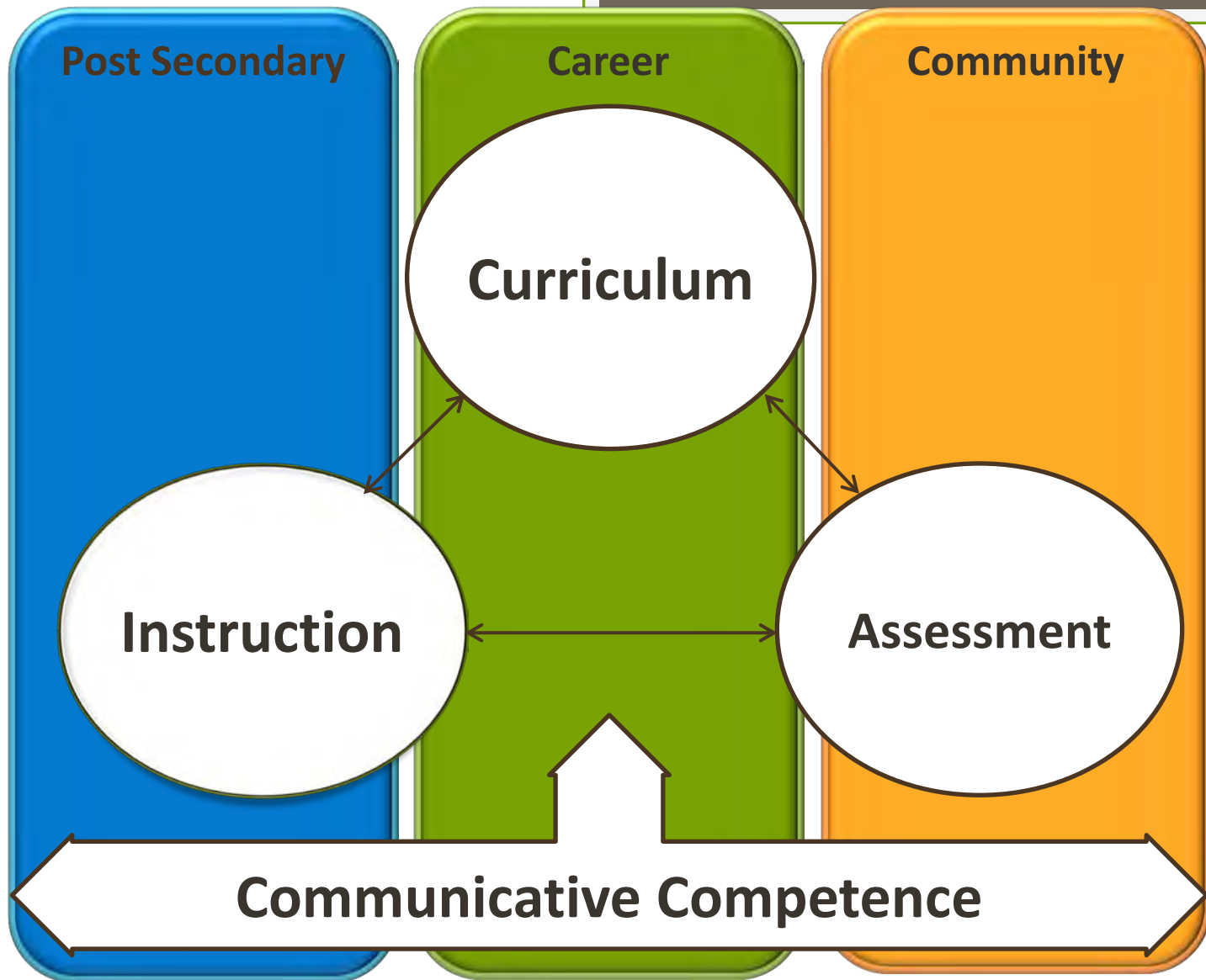
# NCSC Conceptual Model: The Outcomes



- Higher academic outcomes



- College (Post Secondary Options) and Career Readiness



# Meet Mac



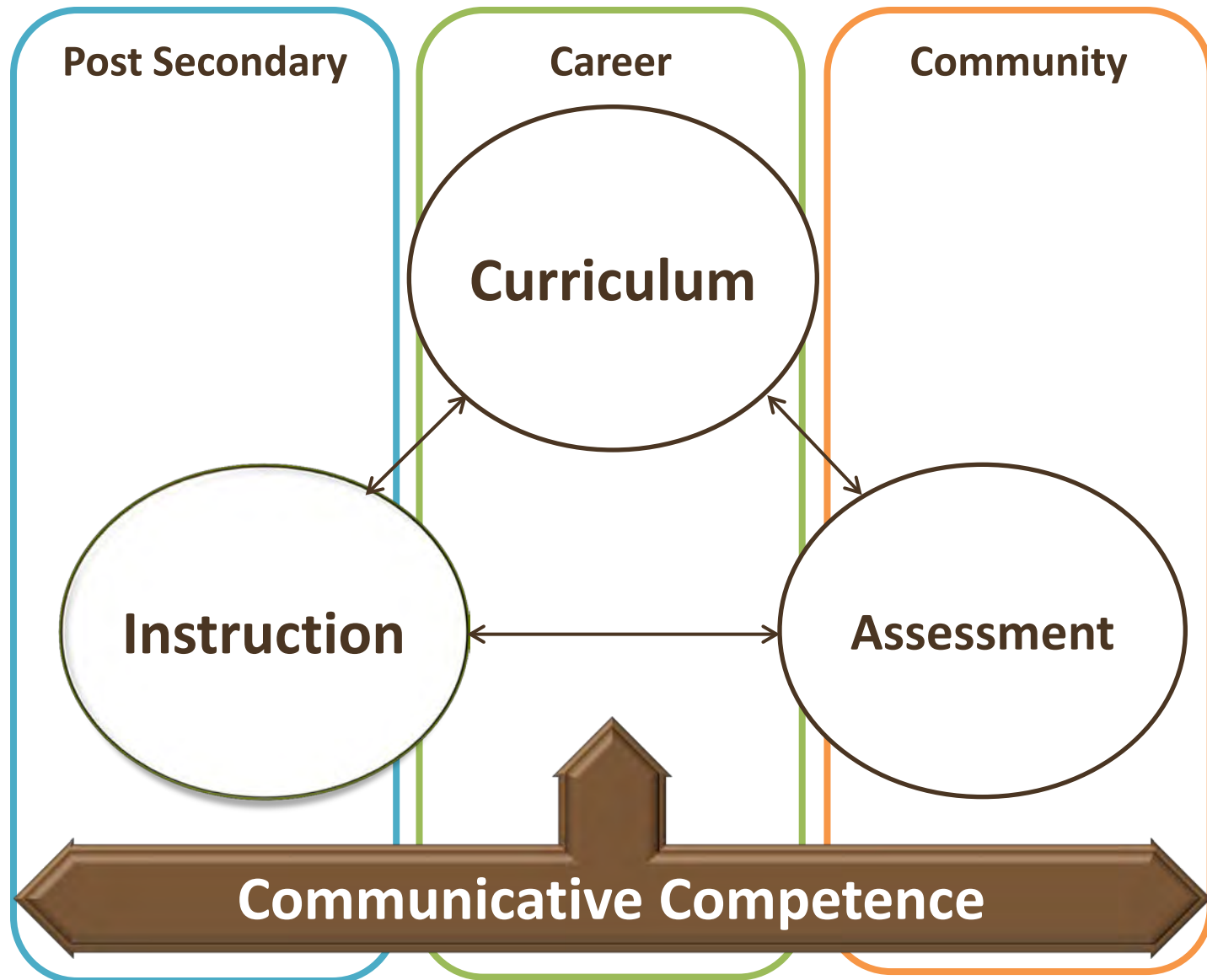
# College is about more than academics

Pathway to employment

Independent Living

Inclusion in a diverse community

# COMMUNICATIVE COMPETENCE



# COMMUNICATIVE COMPETENCE

No more  
fundamental  
outcome of  
education: the  
right to  
communicate.

All individuals  
communicate  
regardless of  
age or disability.

All output can  
be  
communicative

SWSCD benefit  
from interactions  
with typical  
peers.

NCSC  
Communication  
Beliefs

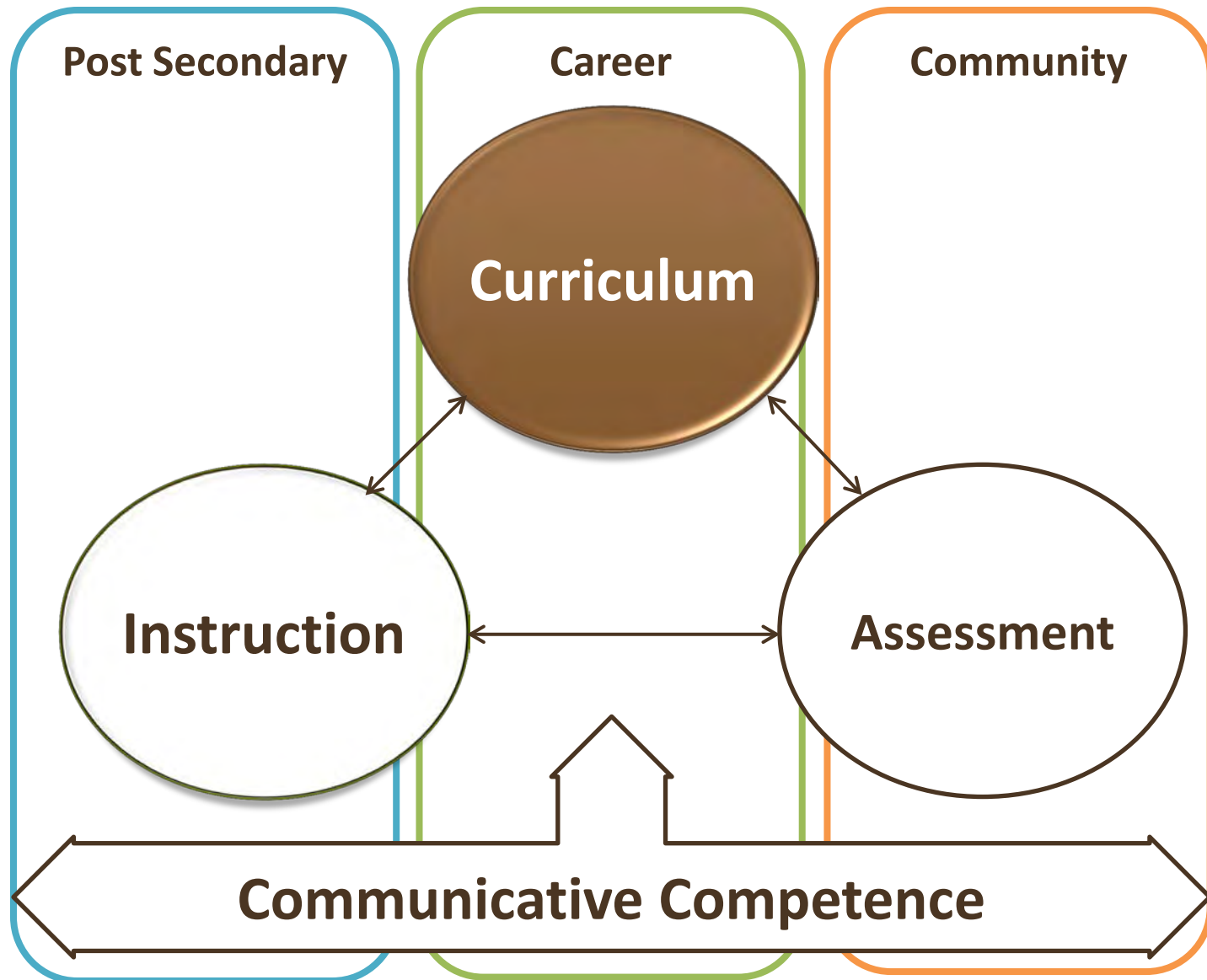
Communication  
is possible  
regardless of  
functional  
"level."

Typical peers  
benefit from  
interactions with  
SWSCD

Improved  
communication  
leads to  
enriched quality  
of life.



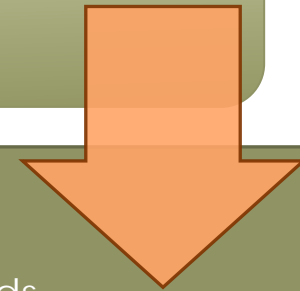




## The Relationship Between the CCSS and CCCs

### Common Core State Standards

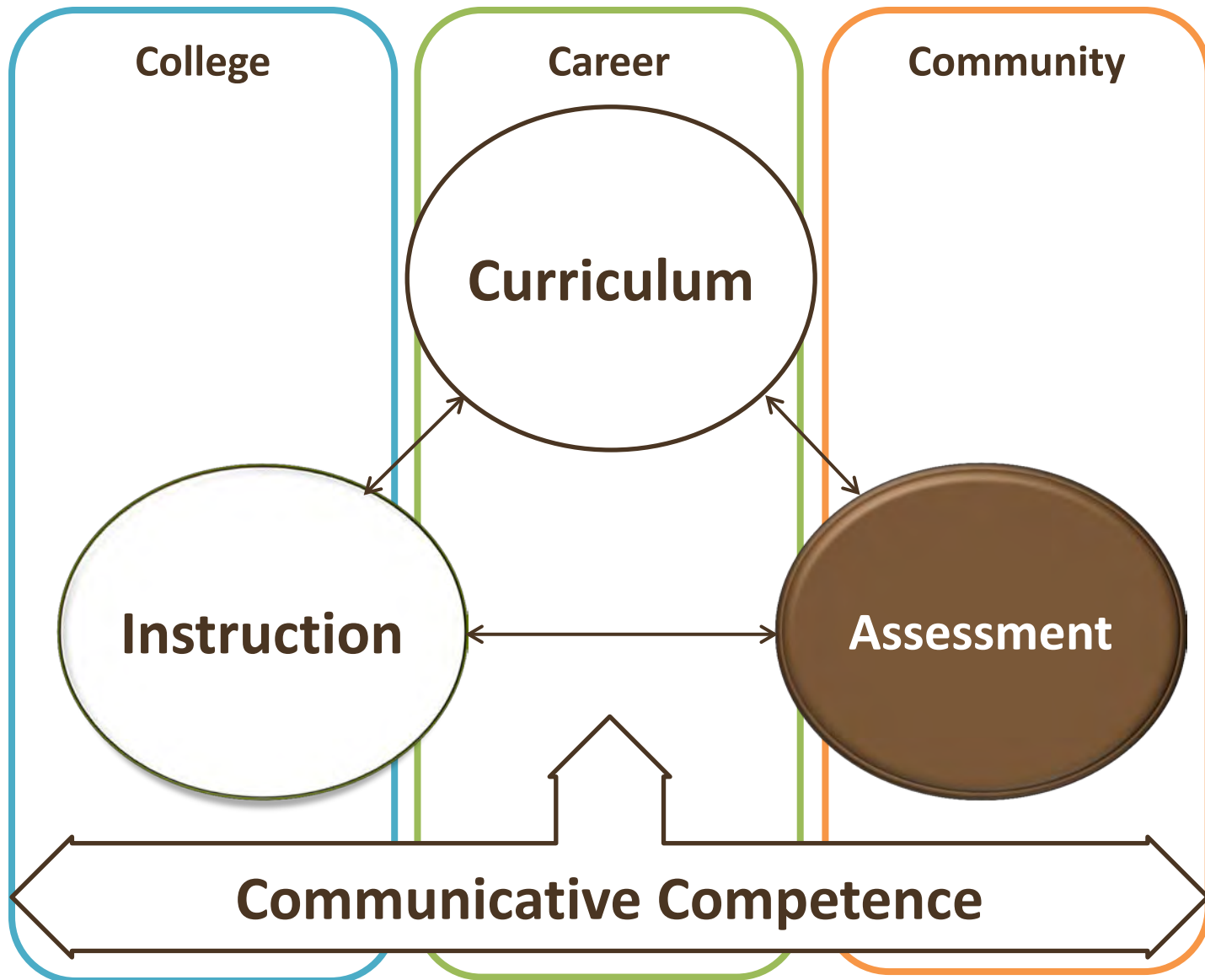
- ELA, Mathematics
- The source of instruction, curriculum, and assessment development for **all** students



### Core Content Connectors

- ELA, Mathematics
- Linked/aligned to CCSS; these are not standards.
- CCCs are less complex than the CCSS
- Allow students to interact with grade level content
- Focus on PRIORITIZED content (big ideas) in each subject and grade
- Instructional resources and assessment targets. Item development (maintaining content while including appropriate supports)

# ASSESSMENT



## General Description of Assessment System

### Formative Processes and Interim Practices

- Embedded in model curricula materials
- Progress Monitoring Sheets (formative process)
  - Record student responses made during instruction
  - Record correct response and prompting
- Skills Test (interim process)
  - Weekly to track mastery during unit
  - Prior to unit to check baseline skills
  - Re-administration through-out year to check maintenance.

### Summative Assessment

- Math
- ELA (reading and writing)
- 3-8, 11
- Test window: 2 month window
- 30 Questions
- 1.5-2 hours
- Multiple sessions
- Technology delivered

# ASSESSMENT

## Facts:

### Eligibility

- Student eligibility criteria will not change in spirit; only in wording.

### Presentation:

- Via Computer
- flexibility for presentation on devices/ platforms

### Interaction

- most students will interact with an examiner
- Other students may respond to the test items directly via interaction with computer presentation.

### Test Window:

- Two-month test window in spring. Individual tests will be scheduled by teachers based on student needs.

### Approx. 30 on-demand test items/content area

- multiple choice
- constructed response

### Adaptive

- four different degrees of complexity as part of an adaptive assessment design.

### Still in Development

- Many decisions are yet to be made...mostly around finalizing accommodations

## Design Illustration

### Pre-Session

Prior to testing, educators input learner characteristic and/or performance data into the system.

### Preliminary Items:

One or two sample items immediately prior to the assessment to promote familiarity and engagement.

### Session 1A

Start with a small number of items at a low level of complexity.

If student is not responsive and evidence from both pre-session and preliminary items indicates meaningful interaction with the assessment is unlikely, the early stopping rule is invoked. Student is classified in performance level 1.

### Session 1 Continued

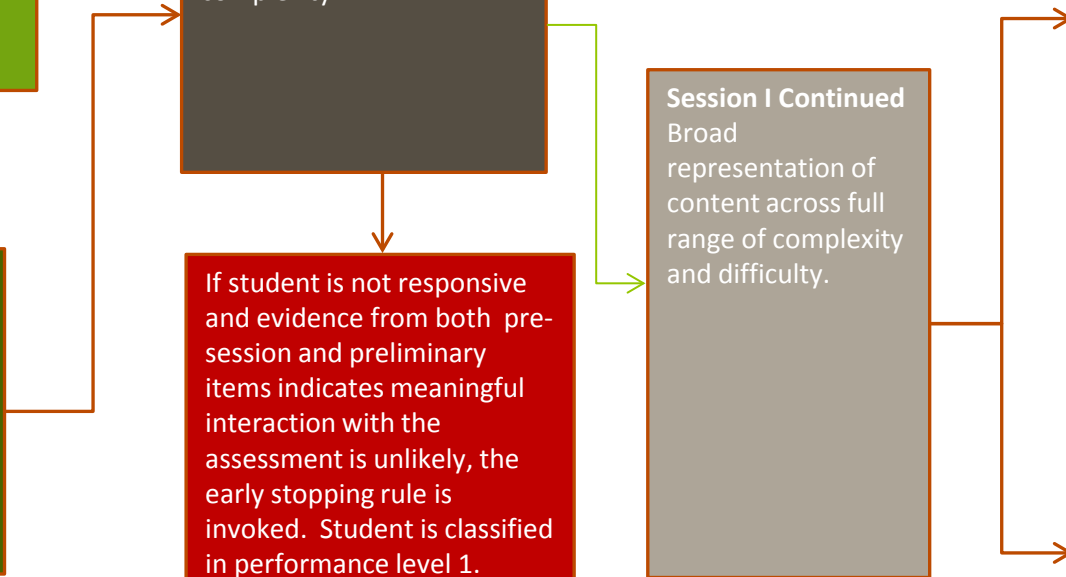
Broad representation of content across full range of complexity and difficulty.

### Session 2A

Broad distribution of content, but heavier emphasis on items with lower levels of complexity and difficulty.

### Session 2B

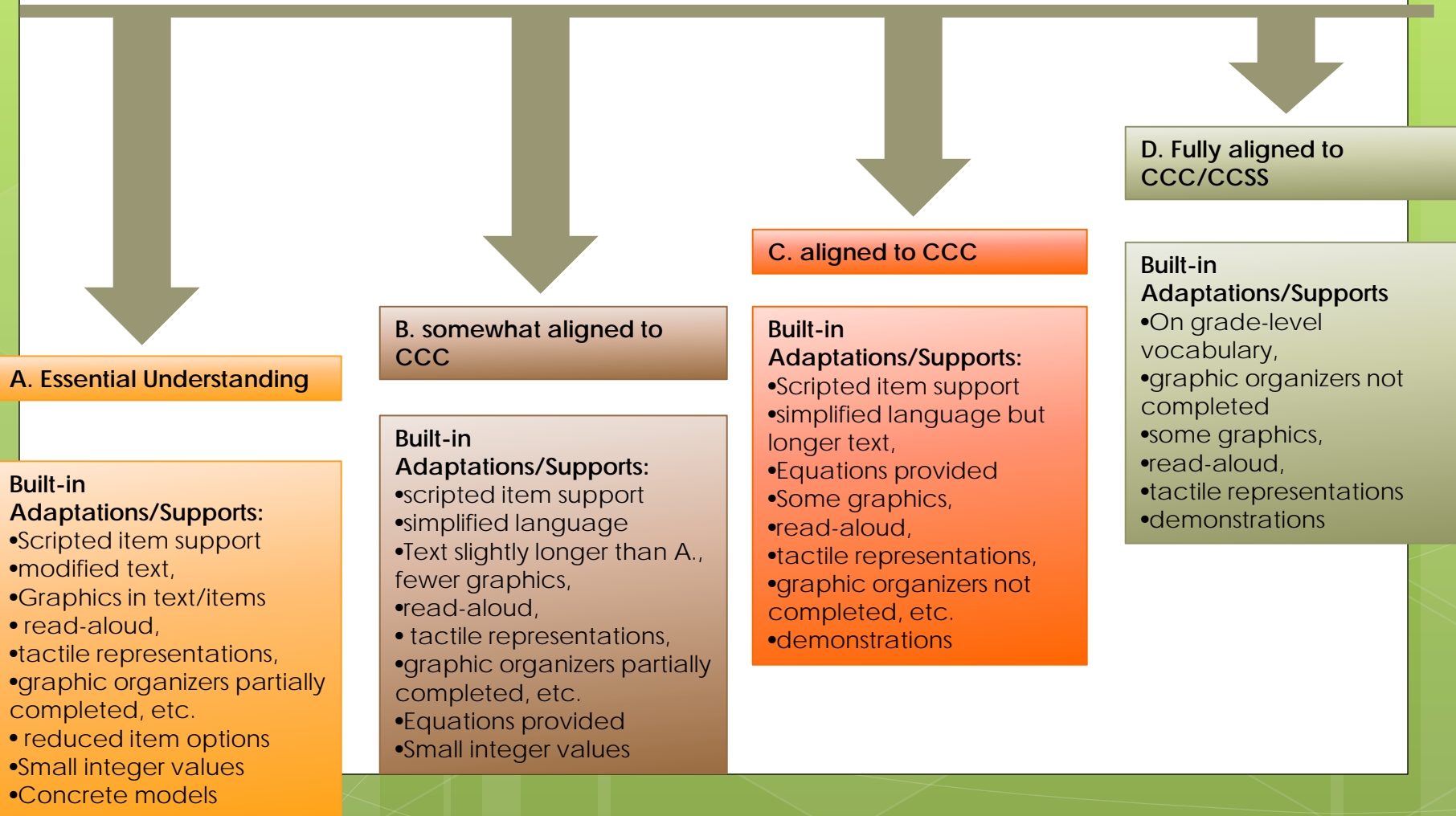
Broad distribution of content, but heavier emphasis on items with higher levels of complexity and difficulty.





Item design includes supports and grade-level content

*Each Common Core State Standard assessed tests grade-level concepts and content regardless of item level.*



## Accommodations...*as of 9.26.2013*

Extended time

Tactile representations

Braille

Text-to-speech

AAC interfacing

Paper and pencil

Large print/magnifying

Calculators

Teacher  
assistance/administration  
if computer  
administration isn't  
appropriate

## Item Types

### Machine Scored

Approximately 2/3 of questions.

Multiple choice

### Human Scored

Approximately 1/3 (10) require human scoring  
Evaluation with scoring rubric.

About 2/3 of human scored items are scored by the test administrator

About 1/3 of the human scored items scored externally.

- Two options
- single centralized scoring
- distributed scoring

## Assessment Outcomes

Outcomes for ELA (reading & writing) and Math will include:

total score

performance level

Separate information for writing

raw score and/or narrative description

Total scores comparable

within year

across years

# Phase 1 Pilot Test

# Phase 1 Pilot Purpose

Understand how the items are functioning

Investigate administration: tech platform and student interaction

Investigate the proposed item scoring processes and procedures.



# What are the benefits of participation in the pilot?

Experience item types, item presentation, administration procedures

Provide feedback on your and your student's experience with the pilot test

Test out the technology platform for the test and your school's technology readiness.

Help gather data to inform the development of the operational test

# Phase 1 Pilot Test Facts

Only students who are eligible for the CRT-ALT will be eligible for the NCSC alt.

**EACH** selected student will take **ONE** content area (either ELA **OR** Math)

- ELA and Math have separate administration windows.
- For each student, teachers will complete a Personal Needs Profile online
  - This helps determine accommodations and other supports
  - This helps determine if NCSC has enough students who have certain disabilities in order to ensure all items are accessible for all students, regardless of disability.

Students chosen for NCSC Pilot will continue to participate in the CRT-ALT.

# Design

Each student will experience a range of complexity from 4 tiers

Items are accessed online through NCSC comprehensive assessment system.

Test administrators work one to one with students to administer the items.

Administration format can vary based on the needs of the student.

## Design: ELA

ELA: reading  
and a writing  
component

- aligned to the Core Content Connectors (CCCs).
- 25 selected response items
- one writing prompt.

Reading

- four reading passages,
  - two in informational
  - two in literacy genres
- selected response items.
- foundational reading items in Grades 3 and 4.

Writing

- selected response writing items
- writing prompt.

# Design: Math

25 selected response and  
constructed response items

Assesses grade-level mathematics  
aligned to the Core Content  
Connectors (CCCs)

# Time Commitment and Responsibilities

Approximately 3 hours of online, self-directed training modules or face to face (OPI provided)

1.5-2 hours test administration time

Test materials preparation (time varies depending on needs of student)

# How to Participate:

1

Speak with your administrator to get the go ahead to participate.

2

Contact Yvonne Field, [yfield@mt.gov](mailto:yfield@mt.gov)  
/406-444-0748

3

Fill out a survey that Yvonne will send you to gather contact information and the number of participating students per grade.



# Where you can find the NCSC Resources:

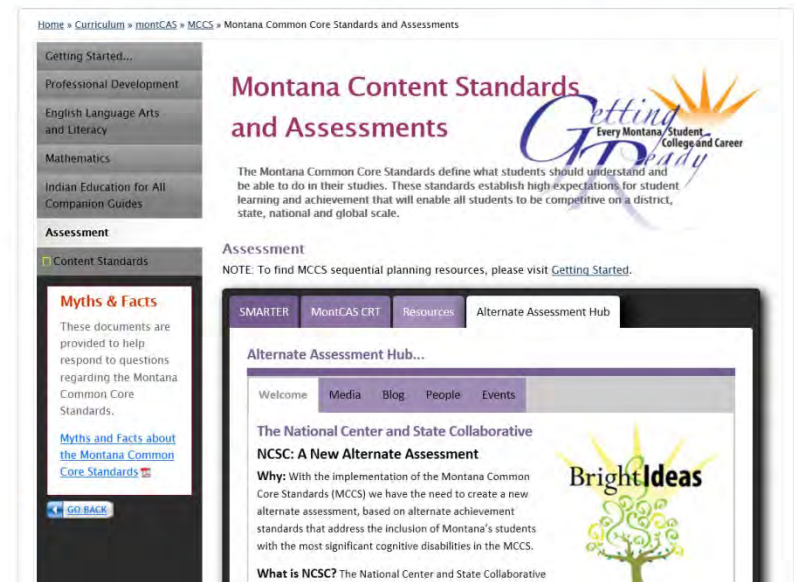
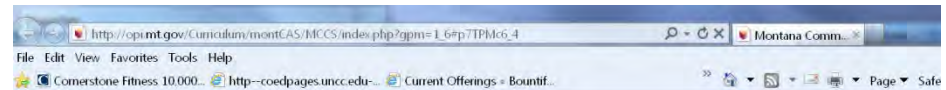
## The Alternate Assessment Hub

Welcome (NCSC overview)  
Media

NCSC public site  
CoP Webinars  
NCSC wiki (instructional  
resources for teachers)  
Bright Ideas Newsletter

Blog  
People (CoP contacts)  
Events

[http://opi.mt.gov/curriculum/MontCAS/index.html?gpm=1\\_8&tpm=11\\_4](http://opi.mt.gov/curriculum/MontCAS/index.html?gpm=1_8&tpm=11_4)



# 3 - 2 - 1 REFLECTION

**3-THINGS I LEARNED TODAY**

**2-QUESTIONS I STILL HAVE**

**1-BIGGEST NEED TO MOVE FORWARD**

# Questions and Contact Information



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